GOVERNMENT OF JAMMU AND KASHMIR

(EDUCATION DEPARTMENT)

5

EDUCATIONAL REORGANIZATION COMMITTEE

REPORT

December 1950.

JAMMU:

Printed at The Ranbir Government Press—27-8-2007—500

EDUCATIONAL REORGANIZATION COMMITTEE

REPORT.

FOREWORD

The report is the outcome of the delibrations of a committee appointed by the Jammu and Kashmir Government under Cabinet Order No. 831 C of 1950 dated 2nd August 1950. The Committee consisted of the following members:—

1.	Director of Education	.. (Chairman).
2.	Mr. Mohd. Syeed Masudi.	.. Member.
3.	Mr. Bedi	.. Do.
4.	Mr. Mehdiratta.	.. Do.
5.	Mr. R. C. Panditta	Do.
6.	Mr. G. A. Mukhtar.	.. Do.
7.	Mr. G. A. Ashai	.. Do.
8.	Chief Inspectress Women's Education.	.. Do.
9.	Dr. Phil Edmonds.	.. Do.
10.	Mr N. D. Suri	.. Do.
11.	Mr. J. L. Nazir	.. Secretary.
12.	Mr. Mohamad Hussain.	.. Member.

Dr. Phil Edmonds expressed his inability to participate owing to his impending visit to Australia. Mr. J. L. Nazir worked as the Secretary of the Committee.

The terms of reference for the Committee were:—

A. to define the aims and objectives of education at its various stages in Kashmir with special reference to the changed conditions and the urgencies of modern times and to suggest ways of bringing education into more responsible touch with the needs and ideals of 'New Kashmir'.

B. to survery primary, secondary and post secondary education in the State with special reference to :—

(i) the new structure of education already approved by Government,

(ii) the qualifications and professional training of

teachers and their method of recruitment and their pay with special reference to (i) above.

(iii) the curriculla and methods of teaching which will help in realising the aims and objectives of education.

(iv) steps and measures necessary to eliminate waste, improve methods of instruction, equipment and buildings of the schools.

C. to recommend measures to bring education into closer touch with the present socio-economic orders so as to make education more useful and practical and in this connection to consider the following points :—

(i) the position to be given at the various stages of education to the Hand-work and Craft for which Kashmir has been famous.

(ii) the different types of secondary schools to suit different apritudes of students and to check the aimless drift from the primary to the secondary and from the secondary to the post secondary stage of education.

(iii) measures for improving the professional efficiency and training facilities.

(iv) Social education, its scope and contents.

(Sd.) A. KAZMI,

4th December, 1950. CHAIRMAN,

Educational Reorganisation Committee.

——

The Inaugural Address of the Prime Minister, Shaikh Mohammed Abdullah.

---

1. The work of the Educational Re-organization Committee began on the 18th of August, 1950 when the Prime Minister addressed the Committee on the new problems of Education in the Jammu and Kashmir State.

2. The taking over of the Education portfolio by the Prime Minister was a recognition, a practical symbol of the importance he attached to education in the building up of a new order of things in Kashmir. In his opinion, land to the tiller and education for everyone were t' e two basic needs, if the people of the state who uptil now had lacked both food and opportunity, were to emerge into the wider lands of plenty and enlightenment, 'the golden threshold' to a fuller life.

3. Until recently education has been crippled by lack of clear directives. In the past the state had been apathetic and had neglected the quality of the produce which its machinery was detailed to provide. It had, moreover, been the time-honoured Imperialist policy of Macaulay and his successors not to diffuse real education. To encourage the liberal, the tolerant, the broadly human, to release the finer qualities of human-kind was not their objective. They wanted clerks and they had produced clerks. New Kashmir wanted men and women with creative and costructive minds. It needed responsible citizens.

4. The teacher is the true nation-builder. It was only realism to recognise that nation building was not the function only of the leaders of the country. The patient day-to-day work of nation building was in the hands of mothers and of those who ran the schools and colleges. The nation had not appreciated this fact strongly enough. It was the work of the present government in Kashmir to see that in future the teacher was given a square deal.

5. Before Kashmir could build anew, there was some debris of the past that had to be cleared away. Long range policies of 'divide and rule' had worked in many and devious ways. The Prime Minister was convinced that education on sectarian lines was one of the biggest evils we had to face ; it poisoned the springs of tolerance at their very source. He had decided to withdraw state subsidies from sectarian institutions. He had to think out how best to organise education on a new footing and he wished for advice on this point. Where an aided school had given real service and fulfilled a local need, he had no objection to taking it over, reorganising the staff and taking suitable teachers into government service. What was needed was to take an over-all view of educational facilities, keep them under central direction and eliminate waste. In some areas, a government high school was flanked by private institutions catering to boys and girls of the same age group and of the same standard. In other areas there were no high schools at all. Such an illogical state of affairs should not be permitted to continue. He would rather spend the money at present being handed over in subsidies to found new schools in areas where there were none.

6. In this connection, however, he would sound a note of warning. He was not advocating blind expansionism. He wanted rationality and good organization. Kashmir must consolidate, use what it has to give the nation what it wants. He would insist on quality.

7. In this process, private institutions with poor attendance and dubious accounts should be scrapped. Neither would he spare state schools with insufficient pupils —15 (average) pupils in the case of boys' schools and 13 (average) pupils in the case of girls was the minimum. The one-teacher school was an uneconomic proposition and should be discouraged as far as possible.

8. The old static approach to education must go. A dynamic and intelligent educational policy could change the face of Kashmir. The obsession with a purely scholastic outlook should end. He wanted the schools of the State to be a training ground for healthy boys and girls. Scientific physical training was vitally important. He thought

methods should be adopted to feed under-nourished children and provide medical attention. The Committee should advise him on how best that could be done.

9. The state could not spare more money for education. Already Rs. 37,00,000 a year was being spent, a figure in excess of that of old days, even though the land area of the state had shrunk. More would be given where it was necessary.

10. Money could, however, only remove difficulties. He needed the teachers to respond to the new call he made: they should tackle their job selflessly and with fresh inspiration. They were the drops that made up and gave colour to the ocean. He would not rest until they had that place of honour in society that was their due.

REPORT

OF THE

EDUCATIONAL REORGANIZATION COMMITTEE

OF THE

JAMMU AND KASHMIR GOVERNMENT

Re-thinking Education in terms of the new Social and Economic order in New Kashmir.

---

1. In the year 1950. the State of Jammu and Kashmir cannot afford to think in old categories. Neither for that matter can it build on old premises or even use old statistics.

2. This is not rhetoric, but cold fact. The typhoon that uprooted whole communities of people in Northern India, recast India's frontiers and brought new boundaries, political and geographical, to the state. It is not generally understood how tremendous has been the change-over from the old to the new. Over half the land-mass of the old state is in enemy hands; many thousands have left since 1947 and a large number have come in as refugees from the battle fronts and from the invaded territory. Until a new census is taken, the number of inhabitants in 1950 cannot exactly be known. Schools have decreased in number as a result of enemy occupation of certain areas; displaced teachers have been fitted into the remaining structure.

3. Education suffered in many ways. Under new conditions, contact between Punjab and Kashmir became difficult. Educational institutions affiliated to the old Punjab University had overnight to be affiliated to the

East Punjab University at Solan which was still in the state of becoming. There were practically no text books. The few that came, came through the Banihal in a trickle and naturally reached the black market. The position was desperate. In spite of the pre-occupations of the government and a situation which bristled with 'military priorities, the work for cultural renaissance in the state was initiated. The founding of the Jammu and Kashmir University was symbolic of a spirit that was radiant in those dark days ; it was an 'act of faith'.

4. The second major innovation was when the state in 1949 undertook to rewrite, print and distribute 96 text books. Over 7 lac copies were printed and sold to the children at cheaper rates than their old text books. Whole courses of study were rethought and recast. For the first time Kashmiri text books were written; for the first time the Kashmir script was officially standardised as the result of the work of a pioneer committee. Thus Kashmir became one of the first areas in India to start teaching in the mother tongue and that too when it had the added disadvantage of having literally to invent a script before it started work.

5. Kashmir can also boast of being the first area in India to rewrite its history books so that right up to the coming into power of the present government the chronicle was complete. It is the first area too which can say that it is teaching its children from history books in which the ideals of a unified nation and communal harmony are foremost, books intimately allied to Kashmir history which did not find its proper place in the former texts.

6. It is the first part of India too to get books written from its best scholars, cutting out the old system that often lent itself to corruption. Kashmir has proved that, even under war conditions, it can provide better books at a cheaper price under the direct guidance of its Education Department.

7. For the rest, surrounded by areas where communal passions ran high, it has been the duty and patient daily work of those in charge of schools to express that spirit of cultural integration which is the finest expression of

Kashmir's particular genius. There have been successes and failures, which was inevitable. There have been difficulties, especially financial, which appeared mountainous. But there were always new worlds to conquer.

8. The coming of the Prime Minister as Education Minister to reinforce the magnificent work he has done in the founding of the new University and in the inauguration of the Text Book Scheme, means the beginning of a period of dynamic activity and vision.

9. It is against this background that the decisions and deliberations of the new Educational Reorganization Committee can best be understood.

CHAPTER I.

(i) KINDERGARTENS.

1. In its first session the Committee took up the key question of Infant and Primary education. The committee approved of the new importance to be given to kindergarten teaching. Kashmir is leading India in its stress on State Kindergartens as an integral part of the educational ladder The 3 plus to 5 plus period is the most important in a child's life.

2. The science and art of the development of very young children through kindergarten is now so universally recognised that it is no longer a fad for rich man's children. It must, however, be adapted to the needs of the poorest. Kashmir is not leaving such an important subject to private enterprise only. It is bringing the Kindergarten ideal into state schools. Many schools have already been started; more are on the way. The chairman pointed out that the state had already started 40 kindergarten schools, 20 in each province of Jammu and Kashmir. Our kindergarten technique, as pointed out by the chairman, was slightly different from that which was evolved by Madame Montessori. The committee was of opinion that the state should organise schools on these lines in larger number as far as possible keeping in view the special requirements of the locality, and that the duration of these schools should be two years.

3. Such a course presents no insuperable difficulties, provided teachers are willing and able to take training. It was recognised that women teachers would be the best at this stage since the classes would be co-educational. But, on the other hand, we had to face the fact that very few women could go alone to kindergarten schools, particularly where they were attached to primary schools for boys. To overcome this difficulty it is recommended that, as an experiment, married couples should be put in charge of kindergartens. There are many couples already in the service of the department who would probably welcome the opportunity of working in the same place. Such a

combination might bring a very desirable family atmosphere into the four walls of the kindergarten.

(ii) Primary Education as an Independent Unit.

4. It was the concensus of opinion among members of the Committee that the primary stage should not be regarded merely as a stepping stone to Secondary Education, which is the present position, but should also be organised as an independent unit. It should aim at producing within a set period of years an educated citizen, equipped not with nominal literacy, but with a literacy that is efficient and enduring. All that a boy learned during these years whether from books or example, observation or environment, should train him to be a responsible and active member of a progressive society.

5. It was pointed out that at the moment over 75% of the children attending schools do not go beyond the Primary stage. Of these, barely 20% remain literate; the others either do not attend the school long enough to become literate, or alternatively forget what they have learnt when they start wage-earning and enter the wider world. This unsatisfactory position makes it abundantly clear that, as the Prime Minister pointed out, our problem is the practiacl one of improving on what we already have. Expansions can be of value only when the root is sound. We need integration and consolidation more than anything else.

6. The present primary school is not uniformly good. In many cases it is a criminal waste of human material, money and time. A concerted drive to make the primary stage effective would involve re-training of teachers. This will be discussed later in its proper context. Boys and girls do not need only superficial teaching in letters and in the proverbial 3 R's. They should be handled by a teacher who understands how to increase his pupil's appreciation of his immediate surroundings, who can train the skill of his hand and the power and delicacy of his eye. He should bring a sympathetic understanding to bear on the problems of his young emotions. It is from the schools that a child will learn that he is not only a member of his immediate family but that he has a part to

play in the life of his country and his people, that there are immense opportunities for self-expression and for the service of humanity.

7. Through becoming conscious of his wider environment, the present under-privileged child in town and village and backward area will grow in stature, both in mind and spirit.

iii. The Duration of the Primary Stage.

8. Re-thinking the whole question of the total number of years necessary for the complete education of the child from his first mental awakening to the end of secondary stage, the committee came to conclusions which are more in consonance with modern thought on this subject, and more apt to changed conditions in the state. Independence, popular government, new ways of life and thinking, the ideals of New Kashmir—these are a challenge to old ways of doing things. We can no longer afford to keep a child for five years and then throw him out into the world.

9. This leads us to the conclusion that the Primary stage is too important to be encompassed in five years and it is recommended that seven years should be the duration of the Primary stage. The age at which the Primary stage should start would ordinarily be 5 plus, although it was realised that boys in backward areas might not begin until the age of 6 plus. The course would take the child, therefore, to the age of 12 plus.

10. The increase in time, the intensive re-training of teachers, the use of the mother tongue as the medium of instruction, and the re-writing of text books were, in the opinion of the committee, bound to have an electric effect on the haphazard standards of most of the existing schools.

iv. Art in the Primary Schools.

11. Craft and handwork should form an integral part of the primary syllabus. This was particularly necessary and yet easy to organise in a country like Kashmir where

love of art and handicraft was part of the very atmosphere. Craft should be selected by individual schools according to those most popular in the locality and taking into account the educational value of the craft concerned. During the last three years of the primary stage, the child should be enabled to learn the craft for which he had the greatest aptitude.

v. The Future of the Middle Schools.

12. An inevitable result of the prolongation of the primary stage was that the so-called middle schools would cease to have any meaning. Under the new order of things, they should be gradually dispensed with. In many cases, they had grown up because the citizens of a village or town had wished for higher classes to be added to existing primary schools in the absence of facilities for higher education.

13. The result of the proposed changes would be that two classes of middle schools would automatically be absorbed by the primary, leaving behind one class, the eighth, which would be added to the proposed new secondary course.

CHAPTER II

i. Secondary Schools.

1. Of Secondary schools there was much thought and said. All agreed that the present aimless drift of boys with the educational stream must stop. Whatever a boy's particular aptitude, he tended to attempt to pass matriculation and enter college with some vague idea of getting state service at the end of his labours. This resulted in mental frustration for the boy and in a good deal of avoidable unemployment.

2. The products of the present educa ional system fell between the two proverbial stools. They were unable to go forward and become useful members of society. On the other hand, they did not go back to their family occupations in town or village. False ideas of prestige—a feeling that they did not 'fit in'—prevented them from enriching their old surroundings.

3. New planning in Secondary Education would have to face these problems. The proposed duration of the new Secondary stage is four years-12 plus to 16 plus. These four years would constitute an independent unit for the boy who wished to make it his final study stage. It would be a time of preparation for life in the broadest sense of the word. The boy who reached the age of 16 plus could then look forward to entering society as a responsible earning member, without proceeding further.

4. On the other hand, a boy of scholastic bent should find this an intellectually satisfying stage during which his mental capacities would be developed and his vocation in life understood.

5. It was felt by the committee that these two aims of secondary education could not always be encompassed by the same type of school. In particular, although the usual Arts and Science high schools which prepare boys for matriculation in the towns have their own uses, they fulfil the needs neither of the peasant boy, nor of the boy needing technical training, nor even of a boy of

middle-class family who does not aspire to university education.

6. To fill this blank it was recommended that Rural (Multipurpose) High schools should be set up in the bigger muffasil towns, and that the selected high schools in Srinagar and Jammu should be developed as Urban Multipurpose schools, until such time as separate urban multipurpose high schools could be founded.

7. The basic aim of rural high schools would be to produce leaders for the rural areas, equipped, in the case of land workers, with more modern ideas about methods of cultivation and subsidiary rural industries. In the case of boys belonging to the non-cultivating types of rural families, middle class or otherwise, the aim should be to give a progressive rural outlook, and some technical training according to the needs of the locality.

8. The basic aim of technical training in urban high schools is to widen the horizon of children of the artisan class who, under present conditions, either receive no schooling, or, if they do receive any, lose touch with their hereditary profession. Most of them become wage-slaves earning hardly a few annas a day, with strictly limited capacities for maintaining the standards of the profession into which they are born. All members felt that the old designs and traditions could not survive under such conditions and that this problem should be tackled from a more modern angle. We should explore the lore of the older generation of designers and craftsmen who is fast dying out, and harness it to the changing needs of modern times. Without the integration of finer technical learning with a good standard of liberal education, the boy will not understand the whys and wherefores of his profession or become an intelligent creative craftsman.

9. At the beginning of the secondary stage, there is the practical problem of advising boys as to which branch of study they should adopt. The ordinary school staff is not competent to do that work. On the proper classification of boys at this stage their whole future depends. Their innate capabilities and aptitudes must be discovered during the first year of secondary education; otherwise the

boy threatens to become a square peg in a round hole for the rest of his life. Guidance would be the best guarantee of eliminating waste of talent later on.

10. It was decided that, at the moment, the most practical solution of this problem was to select an existing member of the staff as 'career master'. This teacher could be called to the teachers training college and given a short period of training in the technique of observing and testing boys to find out their aptitude. On going back to their respective schools, these career masters would keep the boys under observation for at least the first secondary year before finally advising the boy on his future career.

ii. Curricula for Secondary Schools.

11. The curricula for all types of secondary schools was discussed and it was resolved tht the curricula attached to Appendix A be recommended for adoption in these schools and the School Board of the University be moved to take early steps so that the requisite sanction of the competent authority be obtained in time to ensure the introduction of these subjects in the secondary stage. These curricula, as is evident, are a very big departure from the present practice, not only in their content but also in the stress accorded to various subjects of study.

12. It might be mentioned here that the use of the mother tongue as the medium of instruction at the primary stage, and the prolongation of that stage to seven years has, in effect, given a very different position to English and Urdu which have to be introduced at different times. The basic principle now to be followed (which also accords with the Government of India directive) is :

(a) Mother tongue as medium at the Prinary stage.

(b) Regional language as medium at the Secondary stage.

(c) English medium at the University stage with the Federal language as one of the compulsory subjects.

13. At present, a boy has to pass in both English and Mathematics along with two other subjects, in order to qualify for the Matriculation certificate and get subsequent admission to the college. The most revolutionary change suggested by the committee is that a boy may be required to pass in four subjects out of six. This means in effect that even if he fails in either English or Mathematics, he may pass the examination. Thus the literary boy who is not good at mathematics will not be prevented from getting the matriculation certificate. Alternatively, the boy weak at English who may be brilliant at mathematics and other subjects will also get through the examination.

14. The committee felt that such a decision was the logical conclusion of the attempt to draw out the aptitudes of boys, and that this would give a fair chance to really good boys who could not, at one and the same time, reach the requisite standard of efficiency in both scientific and literary subjects. This would avoid many major tragedies of failure in matriculation, when perfectly good boys, due to a weakness in one or the other subjects, had had to stop their education altogether.

15. For boys who have no intention of proceeding further, it was felt that it was unreasonable to insist on a matriculation standard of English. But since English and mathematics will be studied for four years by every boy, all will have at least a working knowledge of both the subjects. These will be at the level of fixed compulsory subjects.

16. The following recommendation was therefore adopted :

> "A student (boy or girl) who offers himself or herself for the matriculation examination must offer six subjects and must pass in three out of four fixed compulsory subjects and in one out of two optional subjects .

During the discussion, it was pointed out that girls in Jammu Province might find it difficult to pass the regional language which is Urdu. Members of the committee were unanimous in their opinion that at the

secondary stage it was essential for all to study the regional language in order to further the corporate life of the state, but pointed out that, under the provisions of the above formula, students from Jammu would not fail in matriculation if they failed in Urdu.

17. New subjects to be introduced in rural and urban multipurpose schools have a direct bearing on the life of the people. Agriculture which includes crop raising, horticulture, bee-keeping, poultry—farming and allied subjects is made the basis of study for village boys. Boys in the towns may study the arts and crafts of the locality in a more intelligent way, and thereby impart vigour to old forms. Papier Machie, wood-carving, embroidery, pottery will be among the subjects studied.

ii. Changes in the Girl's Curriculum.

18. Girls' high schools, whether in urban or rural areas, have to give a course of general utility to girls in accordance with the syllabus given below. The committee felt that one very necessary change in the curriculum should be to make Home Science a compulsory subject for all girls upto the matriculation standard. In the new syllabus would be included First Aid, Nursing and Mother Craft which upto now have been neglected.

19. For the benefit of girls in village homes, the high schools in rural areas will teach a new subject (optional) called "THE VILLAGE HOME". This would include instructions in Dairying, Gardening, Poultry—Farming, Fruit and Vegetable preservation and allied subjects. (Appendix I).

CHAPTER III.

i. The Teacher and his Training.

1. The whole structure of education is built upon the keystone of the teacher. It was generally recognised that the quality of teachers was very low, and that, with changed conditions, new responsibilities would be put on their shoulders. The Prime Minister had stressed the necessity of thoroughness and improvement of the existing machinery.

2. The committee recognised the urgency of more efficient training of teachers already in the department and recruitment of more capable people in future.

3. The question of training existing personnel was first taken up. It was felt that certain anomalous disabilities should be removed. The age limit for the training of teachers should not be 35 but 45, since very many teachers fall into the 35-45 age group, and still have 10 to 20 years of active teaching to do.

4. The second difficulty in the way of teachers taking training in the B. T. course was the fact that they were allowed only three-quarters of their pay during the training years, and also had to forego any increment which fell due during this period, the latter disability being common to other training courses available in the State such as B. E. C., S. V. and J. V. The committee recommended that full pay should be given during the training year and that increments should be allowed.

5. In addition to the solving of these problems, it was felt that a radical reorganisation of the whole of the present training system for junior teachers was required. More intensive training along new lines was called for. It was decided to scrap the unnecessarily long S. V. course and the outmoded J. V. and B. E. C. Courses. In their place a uniform C. T. (certified teacher) certificate to be awarded after one year's strenuous training was proposed. All special subjects could be included in this, and individual trainees with particular aptitudes could be directed to specialise in subjects such as kindergarten work and rural courses of study.

ii. Taking training to the Teachers.

6. To make training facilities available to much larger numbers than is possible at present, it was felt that training should be taken to the teachers rather than expecting all of them to come to the training institutions where only limited seats are available. Mobile Training Squads were a solution for this problem, and should be organised to cope with the larger numbers needing training. Such squads would consist of groups of selected teachers who would spend their time travelling from place to place, remaining with individual schools for a period of days or even weeks, teaching teachers new ideas and new methods. In certain areas, joint refresher courses for a number of schools in the locality could be arranged.

7. These Mobile Training Squads would not only impart technical training but revitalise thought and keep teachers more in touch with the latest developments in the outside world.

8. The new recommendation for widening the scope of Home Science training, and making it compulsory for all matriculation girl students, would also involve the re-training of a number of under-equipped staff. It was felt that such squads, or at least one travelling woman expert on the subject, would have to be arranged if teachers were to be brought up-to-date.

iii. Minimum Qualifications.

9. Important also is the allied question of the minimum qualifications to be demanded when new teachers are recruited. In view of the increase in the number of matriculates available, both men and women, and the extended ideals of education, the committee decided two major principles for new recruitment :

1. Matriculation to be the minimum qualification for both men and women. Exceptions to be made only in the case of middle-pass women who might be recruited solely for work in backward areas.

Backward areas were defined as those which either lacked facilities for higher education or had very inadequate ones. Middle Pass women teachers would not be recruited even in backward areas when matriculates were available.

2. Only trained teachers should be recruited.

10. This would remove the obvious anomaly of giving people jobs when they were not trained for them. Exception to the above rule might also only be made in respect of teachers recruited for backward areas. The committee felt that for graduate teachers the university authorities might be approached to include education as one of the subjects in the B. A. classes. It was also decided that only those graduates who had taken up subjects which are generally taught in schools should be given preference in admission to the training college along with those who had taken Philosophy as one of the subjects in the Intermediate.

———

CHAPTER IV.

i. Salaries and Promotions.

The teacher who is one of the greatest benefactors of society and on whose labour the mental quality of the new generation depends, is one of the most underpaid of men. The committee felt that the time for mere wordy tributes to the teacher was gone, and that a better standard of living must be assured to him. In the past nobody had bothered about the teacher. His position in the eyes of his fellows had, therefore, been degraded. The Prime Minister in his position as Education Minister had immediately recongised this injustice and said that if the teacher was to give of his best to the teaching of the younger generation he must be better paid. By this means better men and women would be attracted to the teaching profession, and it would be accorded a more honourable position in society.

2. The committee recommended a minimum salary of Rs. 50 for a teacher (this consolidated Rs. 50 to be inclusive of dearness allowance). It was the opinion of the committee that dearness allowance had virtually become a part of the teachers' salary, and would not in the foreseeable future be curtailed, since the cost of living showed a tendency to rise and not fall.

3. The present position is that the lowest paid teacher gets Rs. 30-2-50. The next grade is Rs. 35-3-65 and the third grade is Rs. 40-4-80. All these grades should be, abolished and merged into one grade of Rs. 50-5-70 E.B. 5-90. into which would be put all trained teachers who are not graduates. Untrained teachers who are not graduates and who are already in service will be raised to Rs. 50/. All new recruits in this category will get Rs. 50 until they take their training (this would not apply to untrained teachers taken solely for backward areas).

4. The next grade, as things stand now, is Rs. 75-5-100 followed by another of Rs. 90-6-150. Both these grades should be merged into the new grade of Rs. 80-8-120 E.B. Rs. 8/200. This grade is created primarily for trained graduates. Those whose grades are merged in

the new grade, but who are not trained graduates, will rise up to the limit of their old grade. The committee concluded that for recruitment the minimum qualification should be a B.A. Degree. Till this is possible, F. A's with suitable training qualifications should be accepted. If the above grades operate harshly against some people who are already in any grade they may be allowed to retain the old grades. 50 % of the posts in the higher grade should be reserved for those who are already in the proposed maximum grade.

5. The Committee next took up the question of gazetted staff, and decided to recommend the proportionate increase of their salaries :

Name of Service.	Present grade.	Proposed grade.
	Rs.	Rs.
Inspector Professor	200/20/400	300/20/500 E. B. 400
Headmasters Asstt: Inspectors Lecturers.	150/10/250	200/15/350 E. B. 275
Demonstrators (to be renamed Junior Lecturers)	90/6/150	100/10/200 E. B. 170
Principal, Training College	To be given the same grade as Principals of Degree Colleges.	

6. A table is appended to show the financial implications of these revised scales of pay: It might be mentioned that the total expenditure due to proposed increase in pay and grade will not be much, but it will have an electric effect on the morale of the whole educational staff. (Appendix 2).

ii. Promotions.

7. The question of method of promotion was also discussed. It was felt that the old practice of promotions

strictly by seniority was open to serious objection. It discouraged junior and often better qualified teachers, robbed talented teachers of initiative, and, at the same time, it tended to make people high up on the seniority lists stale and stereotyped, since promotion was guaranteed.

8. It was decided that promotions in future should be roughly half by seniority and half by selection of capable and qualified teachers of special merit. The adjective "roughly" is deliberately inserted as it was felt that a certain margin of discretion must be left in the hands of the Director.

9. Such a system of promotion by selection presupposes the maintenance of accurate and objective records of the work and behaviour of individual teachers. It was reported that the Department had already issued instructions in this matter.

———

CHAPTER V.

i. Supervisory Machinery.

In any effective system of education, the question of inspection and supervision is of primary importance. The committee felt that the work of the inspectorial staff should not be mere criticism or assessment, but that the inspecting officers should stimulate and encourage both staff and pupils along new ways. To many schools the visit of the Inspector is the only link they have with the State Education System, and the world of wider ideas beyond it. Circulating libraries and other cultural facilities should be made available to village and other schools, so that knowledge and interest grow from day to day. The inspecting officer should also supervise this new branch of work.

2. The Government of Jammu and Kashmir is sponsoring a scheme to identify the general public more fully with schools in town and village. Under this, Village, Tehsil and District Boards, composed of officials and non-officials, would act in a consultative capacity, and at the centre, the Central Advisory Board would be consulted on matters of policy and wider import. This enlisting of public co-operation could make education a much more popular affair. Indirect public control could remove many of the shortcomings of schools, particularly those in rural areas. Absenteeism of teachers and slipshod work would become much more difficult to put over, if village elders and responsible citizens took a more active and intelligent interest in promoting the welfare of the schools in their neighbourhood.

———

CHAPTER VI.

i. WASTAGE.

It was admitted that there was a good deal of waste in the Education Department at all stages. Waste should be interpreted not merely in the narrow financial sense of getting an inadequate return for money spent, but it had a much subtler meaning. Any child who joined the primary department and left before he was literate was 'educational waste'. Similarly, any child whose potentialities were not recognised and drawn out represented so much human waste. Graduates of colleges and products of the high schools who, on completion of their courses of study, failed to express themselves or fit in with society were other examples. The plan of "New Kashmir" was to utilise all the hidden wealth of the state, wealth not only in the economic but in the human sense, with the object (in its own inspiring words).

> "to raise ourselves and our children for ever from the abyss of poverty and oppression, degradation and superstition, from medieval darkness and ignorance into the sunlit valleys of plenty ruled by freedom, science and honest toil".

The wasted life of even the least of the children of Jammu and Kashmir was a serious matter.

2. The general opinion was that the only real remedy for most of this waste lay in better pay for the teacher, and more effective departmental supervision, allied to better training. Training would teach the teacher how to tackle children's problems more sympathetically.

3. Another very potent factor in this waste is a matter which cannot be tackled single handed by the Education Department. It lies in the very structure of economic life. A child cannot go to school unless his parents can afford books and food for him, which means unless they can carry on without taking child labour from their own sons. Many children leave school early for financial reasons.

4. In one small way the schools can help, apart from whatever work they manage to do in the way of providing scholarships and clothes out of the Poor Fund which should henceforward be named the Education Fund. The committee was of the opinion that merit scholarships which had lately been curtailed as a measure of economy should be rationalised and restored by the government to enable really deserving pupils to get the benefit of education. There are still too many teachers who insist on the pupils under them buying too many books; books on science, grammar and social studies are not essential for every child, and many teachers have wittingly or unwittingly cut short many a child's career by being insistent. The committee was of the opinion that strong measures should be adopted to check this malpractice which virtually sabotages education for poorer boys. It was also pointed out that the excessive number of exercise books prescribed by the teacher for the boys should be discouraged, and that the state should explore ways of printing its own copybooks, so that cheap copybooks might be made available to the students.

ii. Planning.

5. Other economic disabilities could better be tackled by the Committee in co-operation with the Planning Commission. For instance, unless village boards of the co-operative department make arrangements for the co-operative minding of cattle, one of the most common causes of child absenteeism in the villages will not be removed. After the third class in the villages, most of the childerm are deprived of education because they have to look after the family livestock.

6. Educated unemployment could also be considerably reduced if the Education Department and the State Planing Commission came to agreed conclusions about the number and type of students required in nation-building activities. Effective substitution of child labour by adult labour on a state-wide scale, a project that would involve a great deal of care, would also make the schools more popular and decrease adult unemployment.

7. It was resolved that a proper working liaison be

maintained between the Department of Education and the Planning Commission.

iii. Waste in Personnel.

8. Another aspect of waste was the uneconomic use of personnel. It was felt that the callers employed in the women' section of the education department were a complete waste. Their function in the early stages of womens' education in Kashmir was said to be that of persuading parents to send their daughters to school and accompanying the girls on their way there and back. It is difficult to understand how the almost illiterate women employed could ever have performed the first function. The second work they also hardly ever do. The CALLER is now virtually the unpaid personal servant of the headmistress in state schools. It was recommended that in future no more appointments, however desirable, should be made. On humanitarian grounds, it was, however, desirable that women at present employed as callers should be left in their jobs until they reached retirement age.

iv. Waste in College Education.

9. The committee felt that there was a good deal of waste at the university stage, much of which was avoidable. The S. P. Intermediate College had got over 1000 students on its roll. This was an unwieldy number, and it was almost impossible to deal effectively with such a large number of boys. For a college to make an impression on a boy, discipline was essential, and on that depended the respect he had for the staff.

10. The committee felt it could make a useful contribution to the reform of college education in the state, and that several very necessary changes could be made in the curriculum. Since, however, the Vice-Chancellor was away during the days of the Committee's meeting at the Inter-University Board meeting, and it was there that many vital changes in Indian university policy were being discussed and decided. It was concluded that to discuss these matters now would be premature.

After the decisions of the Inter-University Board are made known, the committee would meet again to consider the problems of this stage.

———

CHAPTER VII.

i. Equipment of Schools and School Buildings.

1. Efficient staff should be matched by efficient equipment, from the kindergarten and primary stages upwards. Schools in Jammu and Kashmir were very ill-equipped and this was one of the main factor in their poor results.

2. In the opinion of the committee a much more dynamic approach to the problem of school equipment should be made. People should feel that the schools were their own property. Voluntary help and even labour will everywhere be forthcoming if people are approached in the right way. With the emergence of Village Boards and public workers interested in this aspect of nation-building, our schools should become beautiful places, worthy to be the intellectual cradles of the sons and daughters of New Kashmir.

3. Kashmir has had its own experience of a war economy. Under the restricted budget a nation-at-war has at its disposal much can still be done, and this has been proved by one or two notable experiments in school building. At Mattan, in the valley, a school has been constructed locally at a nominal cost, the government providing land and timber. It was a great source of pride to both parents and pupils, and was a simple clean structure suited for its function. There was no reason why this experiment should not be repeated in many towns and villages.

4. The furniture problem could be tackled in the same way. Furniture in State schools was hedged around with a veritable barbed wire entanglement of red-tape. Under some wasteful and now obsolete rule, the furniture in a school could not be mended but had to be sold off when broken, before new could be bought.

5. Recently experiments have been carried on to recondition old furniture locally : a simple task in a place like Kashmir where both wood and workmen are easily available. Most of the furniture for the new Women's

College had been made most successfully and economically in this way.

6. It was felt that the only way to make schools smarter was to repose more trust in local headmasters, and put a small fund at their disposal out of which they could mend furniture and make minor repairs to school buildings. Major repairs should still be done with the sanction of the department.

7. In order to carry on the work of school repairs efficiently it was pointed out that there were many schools with leaking roofs, and in a very bad condition. It was agreed that the department should take the main responsibility out of the hands of the inspectors who had neither the time nor the training for such a specialised job. The way to get bright, pleasant modren schools was to make a departmental team specially for carrying out this work. They could properly assess the cost of repairs and equipment with the help of the P. W. D. Such a Building and Equipment Unit should, however, work not under the P. W. D. but under the direct supervision of the Director of Education who knows what he wanted and how to get it done. Since certain improvements in laboratories and school buildings were vital, the government should be asked to give a non-recurring grant for this work. Maintenance of buildings would favourably affect students' morale.

8. Slovenly buildings make slovenly students. This was particularly true of work at the college stage Some of the best buildings, as for example, college buildings were badly whitewashed, painted and cleaned and presented a derelict appearance. For this work money was a *sine qua non*. We could not afford to neglect our educational assets, or be at the mercy of the P. W. D. A good deal more initiative should be left in the hands of the educational authorities.

ii. Co-operation and Education.

9. It is understood that the rapidly developing co-operative movement has a fund for educational purposes. Part of the profits of co-operation are annually

diverted into it. It was recommended that this fund should be used both in villages and towns for the equipment and building of schools in the localities from which money had been collected.

CHAPTER VIII.

i. Social Education.

1. The state had previously a vey sad experience of adult education work. The old scheme had been stai ted with the object of making adults literate in the technical sense. This had failed due to the inherent difficulties of the work, as well as the inefficiency and apathy of the machine and the system under which it worked.

2. Since that time, the very concept of adult education has been widened. New societies cannot afford only to concern themselves with children : the blind ignorance of the masses must also be fought. It is war in peace-time.

3. The social education scheme in Kashmir was started to fulfil these new objectives. It fights a narrow and maimed outlook on life. The aim is to make social education centres, village clubs and peoples' centres where new ideas, radio programmes, educational films, newspapers and Kashmiri folk music combine to recreate the stunted personalities of people who have had no educational opportunities. Their proper working can bring enlightenment in its true sense and a balanced and democratic outlook. Literacy work goes on side by side with these other activities.

4. The ommittee was of opinion that on the people who run the centres, the success or failure of the scheme depends. Up to now a three-week training scheme has been in operation, and an allowance of Rs. 20/- p.m. is given to workers. Obviously, under these conditions, the work is almost voluntary, and only those persons will undertake it who are interested in building "NEW KASHMIR". The co-operation of people's organisations, particularly the National Conference and local panchayats, should be sought in full measure.

5. The best exposition of the scheme is contained in the masterly note prepared by the Director of Education. (Appendix 4)

———

CHAPTER IX.

i. Building the Healthy Student.

The time is past when education was concerned only with the passing of examinations, and the narrow question of training of child's mind without reference to his body. Popular government in the state should bring in its train a healthier attitude to problem of the *whole child*.

2. Jammu and Kashmir need school children of robust constitution and radiant health, sparkling with the happiness of childhood, full of "the wild joy of living".

3. To build the health of children, often from very poor homes, two things are required. *Firstly*, regular medical inspection of students by competent medical men. This should be supplemented by the keeping of health charts by the staff working in co-operation with them. Proper treatment of ill and under—nourished children should be carried on from the school centre. This would mean the provision of simple medicines, and the use of vitamin tablets and body-building foods like cod liver oil. These might best be secured by seeking the help of organisations, national and international, who are working in the field of free medical relief in India, and who have also in the past been of help to Kashmir.

4.. More detailed examination of the problem was postponed as the committee was given to understand that the Health Ministry was preparing a scheme on this problem, at the instance of the prime minister and this should be studied first. *Secondly*, since many children attend school in a half-starved condition, it was realised that some practicable system of school meals should be instituted. Obviously the State has not got the money to finance the feeding of every school student from central funds. The urgent need is to provide a little extra nourishment for underfed children and this can perhaps best be done by taking the help of village boards and other popular bodies who could collect a small initial capital locally, and aid the staff in managing and running tuckshops in the bigger schools, preferably on a co-operative basis. On the profits made by selling simple foodstufs, free food

for those who are weak and need it might be provided. It is also suggested that students' committees could help in the husbanding and distributing of foodstuffs.

5. The committee would also like to point out that this is only a practical suggestion. Methods should be left to the initiative of schools concerned, working wherever practicable, with outside voluntary bodies.

ii. Physical Education.

6. Everyone recognises the necessity of having good arrangements for physical education, but unfortunately, both in schools and colleges there is very little qualified and capable staff which can deal with this side of educational activity. Girls' schools are particularly lacking in facilities. Even where certain exercises are gone through, they are selected to give a superficial atmosphere of smartness, and they make no contribution to the scientific building of a healthy body.

7. In the future Jammu and Kashmir will also have to take part in All-India Olympic games and there was no reason why Kashmir should not produce the finest athletes if proper training was given to boys and girls right from the school stage.

8. During discussion of this point, it emerged that the university had some funds earmarked for the provision of a physical director to look after the health of students in secondary schools and colleges. It was suggested that the education department and the university should work together, and that a properly qualified man should be appointed who would work under the Director of Education, assisted by a joint university and school board. It was decided that a suitable woman teacher should be sent for training to some women's P. T. college in India, and on her return be placed in charge of physical education. She could then train teachers already in the department and utterly change physical training methods in the State.

9. Physical education also included, by suggestion, many other healthy extra-curricular activities particularly

suited to Kashmir, such as water sports and mountaineering, trekking, camping and riding. Much might be suggested in this field, and a special committee composed of those specially interested and experienced in such work might draw up a more detailed scheme. It was suggested that it would be practicable to organise a chain of Youth Hostels to begin with on any famous trekking route (for example to Amarnath, or to Kohlahai Glacier). Wherever forest rest houses or dak bungalows were available, they could partially be reserved for students during the holiday months and boys and girls both should be encourged to walk in the health-giving mountain air, getting food and lodging at nominal rates in the hostels at night. A group of teachers specially interested in the work could organise the treks on an all-state basis, and it would be an invaluable method of bringing students of Jammu and Kashmir provinces together. Students from all over India could join in the scheme. Kashmir by its very geographical position and the beauty of its land could be a world centre for student holiday-makers.

In Parting.

The decisions of the Educational Reorganization Committee have been taken at a time when Kashmir is still uncertain of what will be the future of the dispute that has resulted in dislocation of her life and the turning of the idyllic and peaceful valley into a front-line on a battle-front which has claimed many precious lives.

Its recommendations have been unanimous, taken in face of realities from which there was no escape. They are the result of the deliberations of Jammu and Kashmir's educationists with the sole objective in their minds of bringing better conditions to the pupils and teachers of the state even in its most far-flung regions.

It is therefore in this context all the more moving to read the first two paragraphs on Education as they are written in the programme of "NEW KASHMIR".

> "National Education is the pivot round which the progress of a people revolves. The Jammu and Kashmir National Conference stands for

an active and progressive policy of education which may carry the light of knowledge to the farthest and most backward areas of the state".

"Education should not merely be liberal, but also technical and allied to the national needs and the national economic plan. An effort should be made in all teaching to link the child up with the actual life and work in the state".

Although written in 1944, at a time when popular government seemed many long and bitter years of struggle away, it might, for its aptness, have been written yesterday, and for this very report. Since it prefectly summarises all we want and are taking steps to build, it shall be our word "in parting".

The committee expressed its keen sense of gratitude to the chairman for his efficient guidance in piloting the deliberations of the committee. They also record their thanks for the entertainment provided by the Chief Inspectress for all the days the committee was in session. Last but not the least the committee passed a vote of thanks for the drafting Committee consisting of Mrs. Bedi, Mr. Bedi and the Secretary of the Committee (Mr. Nazir). The Chairman expressed his satisfaction at the manner in which the members of the Committee in general and Mr. Ashai in particular had co-operated with him and brought their expert knowledge of various spheres of educational activities to bear upon the nature of work discussed and encompassed by the committee.

SUMMARY OF RECOMMENDATIONS.

CHAPTER I.

Kindergarten should be an integral part of the educational ladder and a larger number of such schools should be organised on the lines of those recently established in the State.

2. The schools should cover the age unit of 3 plus to 5 plus.

3. So far as possible women teacher should be placed in charge of these schools . Considering, however, the fact that very few women go out alone, it is suggested that married couples, already in the service of the department, should, where possible, be put in charge of these schools.

ii. Primary Education.

1. Primary education should be organised as an independent unit. It should aim at (i) giving the pupil efficient and enduring literacy and (ii) training him for the responsibilities of an active and vital member of a progressive society.

2. Primary education should be of 9 years' duration and, except in backward areas, should start with children of the age of 5 plus.

3. Art and craft should form an integral part of the syllabus at this stage. Craft should be selected by individual schools form among those which are popular in the locality and which possess educative value.

4. The Middle schools should be gradually liquidated.

CHAPTER II.

SECONDARY EDUCATION.

1. The duration of the secondary stage should be four years—12 plus to 16 plus and it should constitute an independent unit.

2. Rural Multipurpose high schools should be set up in larger Mufassil towns and Urban schools of this type in the cities of Jammu and Srinagar.

3. Each high school of this type should have a 'career master' who should be trained in the technique of assessing the aptitudes of the pupils and advising them on the choice of their careers.

4. Mother tongue should be the medium at the primary, the Regional at the secondary and English at the university stage. The Federal language should be one of the compulsory subjects at the university stage.

5. A boy should be required to pass in four subjects out of six, three of which should be from among the complusory subjects and one from the optionals.

6. Home Science should be made compulsory for all girls upto the matriculation standard.

7. For girls in the rural areas a new subjects called "The Village Home" shoud be a compulsory subject.

CHAPTER III.

Training of Teachers.

1. The age limit for the training of a teacher should be 45 instead of 35 as at present.

2. The teachers under training should receive their full pay and not ¾th of it as they get now. They should also not be deprived of their annual increment if it falls due while they are under training.

3. The undergraduate training which is at present divided and subdivided into B. E. C., J. V., and S. V. should be scrapped and a uniform training to be called C. T. (Certified Teacher) of one year's duration should be institued.

4. Mobile Training Squads should be organised to take training facilities to the teachers.

5. In view of the recommendations to make Home Science, a compulsory subject for girls, it is recommended that there should, at least, be one travelling woman expert on the subject.

Minimum Qualifications of Teachers.

1. Matriculation should be the minimum qualification for both men and women. Women with middle may, however, be appointed in backward areas where matriculates are not available.

2. Only trained teachers should be recruited in future.

CHAPTER IV.

SALARIES AND PROMOTIONS.

1. The minimum salary for a teacher should be Rs. 50/- inclusive of dearness allowance which should become a part of the salary.

2. The present three grades, viz, 30-2-50, 35-3-65 and 40-4-80 should be merged into one grade of 50-5-70 E B 5-90 for all under-graduate teachers. All new recruits in backward areas should get Rs. 50/- until they are trained.

3. The next two grades of 75-[illegible]-100 and 90-6-150 should be merged into the new grade of 80-8-120-E.B-8/200. This grade should primarily be for trained graduates. Those who are untrained should rise to the maximum of their old grade.

4. If the above grades operate harshly against some people already in any grade, they may be allowed to retain their old grades.

5. 50 %of the posts in the higher grades should be reserved for those who are already in the two existing higher grades.

6. The gazetted staff should get the following grades :

(a) Inspectors of schools Professors.	300-20-500	EB/400
(b) Headmasters and Lecturers.	200-15-350	EB/275
(c) Demonstrators to be called Junior Lecturers.	100-10-200	EB/170
(d) Principal of T. T. College.	To be given the same grade as that of the Principals of Degree Colleges.	

PROMOTIONS

1. Promotions in future should be roughly half by seniority and half by selection. The adjective 'roughly' is used to allow a certain margin of discretion to the Director.

2. Proper record of work and worth of all teachers should be kept for each year.

CHAPTER V.

INSPECTING MACHINERY.

1. The work of the Inspector should not merely consist of criticism and assessment; it should also stimulate and encourage staff and boys along new ways.

2. Circulating Libraries and other cultural facilities should be made available to village and other schools.

3. The decision of the J & K Government to identify the general public more fully with schools is endorsed unreservedly.

WASTAGE.

1. Apart from educational wastage, the department of education can elevate the economic condition of the parents who cannot afford to send their children to schools by giving relief from Poor Boys' Fund which should henceforth be called "The Education Fund".

2. Merit Scholarships which have been stopped should be revived.

3. Strong measures should be adopted to stop the practice of making children buy too many books and exercise books.

4. The State should explore ways of printing its own copy books so that cheap copy books may be made available to the students.

5. A proper working liasion be maintained between the department of Education and the Planning Commission.

6. New callers should not be appointed in girls schools.

7. The Committee should meet again to consider the question of eliminating wastage in college education after the Vice Chancellor returns from the meeting of Inter-varsity Board where important decisions are to be made regarding university education.

CHAPTER VII.

EQUIPMENT OF SCHOOLS AND SCHOOL BUILDINGS.

1. The experiment of putting up school houses with the combined effort of pupil and the local people conducted at Mattan should be repeated at other places as well.

2. The new method used by the department to have old and broken furniture reconditioned locally should be adopted on a wider scale and rules which may operate against the practice should be waived.

3. A small sum of money should be put at the disposal of the headmasters out of which they could have furniture reconditioned locally and make minor repairs to the school buildings.

4. There should be a Building and Equipment Unit which should work under the direct supervision of the Director of Education.

5. Part of the profits of co-operation which are earmarked for educational purposes should also be utilised to put up and equip school houses.

CHAPTER VIII.

Social Education.

1. The Scheme of Social Education in the state has been organised on correct lines. It should, however, be possible to enlist the co-operation of people's organizations particularly the National Conference and Local Panchayats.

———

CHAPTER IX.

1. Regular medical inspection of students by competent medical men should be held regularly.

2. Proper record of such inspections should be kept by the staff of schools and colleges.

3. Proper treatment of ill and under-nourished children should be carried on from the school centre.

4. Simple necessary medicines and medicated food should be secured with the help of organizations, national and international.

5. Some system of school meal should be set up. The urgent need being to provide a little extra nourishment for underfed children, Village Boards and other local bodies be approached to help and collect a small in.tial capital locally for this purpose. On the profit made by selling food-stuff to students, free food for those who are weak and needy may be provided.

5. The foregoing recommendation is only a suggestion. Methods should be left to the initiative of schools which should, wherever practicable, work in unison with outside agencies.

6. The funds which the University has earmarked for the appointment of a Physical Director should be utilised for the appointment of a proper qualified man who should work under the Director of Education who will be assisted by a joint University and School Board.

7. A suitable women teacher should be sent for training to some Women's P. T. College in India and after her training be placed in charge of Physical Education for Women.

8. A special committee consisting of those who are interested in extra-curricular activities should be appointed. It should submit a detailed report on how to organise these activities in a more effective and efficient manner.

9. A chain of Youth Hostels be organised, to begin with on any famous trekking route. Forest Rest Houses or Dak Bungalows, wherever available, may be reserved for boys and girls and food and lodging provided at nominal rates. To these should be invited students from outside so that Kashmir may become a world centre for student holiday makers.

Appendix A.

(i) SYLLABUS FOR WOOD-WORK CLASSES.

There will be two written papers of 3 hours each in Theory and Drawing and a Practical Examination of 4 hours (including oral test) as follows:

			Max: Marks.
Part I			
Paper	(A)	Theory ..	40
Paper	(B)	Drawing ..	60
Part II			
Practical		..	50
Total		..	150

A minimum pass of 20 marks has been fixed for practical.

Part I .. Paper A .. Theory.

i. Numeration, Sketches, Care, Setting and Sharpening of wood working tools e.g., Jack plane, Try square, Marking guage, Smoothing Piane, Hand Saw, Tenon-Saw, Bevel-Square, Screw driver, Adze, Mallet, Chisels, Two-foot rule, Frame Saw, Spoke Shave, Box scraper, Brace and bits, Fret saw, Hand saw and circular saw used in the machine shop. Simple mechanical principles involved in the use of above tools and machines.

ii. Preliminary idea of the structure, felling, sawing to best advantage and seasoning of wood, decay of timber and its causes, description of the conditions for the healthy growth of timbers, sound wood and sap wood, Annual rings, kinds of knots and their special treatment. Action of exposure to hot, cold and rainy weather on finished articles and precautions necessary to guard against it. Characteristics of common timbers, kail, budloo, deodar, walnut, chinar, shisham, kikar, mahagony and box wood etc.

iii. Estimating quantities of timbers and other materials and labour to be used on an article of given specifications, general accountof chemical and physical changes that take place in the work and materials.

iv. Description and uses of different kinds of joints in various objects and at various places of an object, e. g., Glued, Halved,Bridle, Mortise and Tenon, Mitred, Dovetailed, Scarfed, Tongue and grooved,Lap and box dovetail, Hinged, Butt and Housing joints etc.

Part I . Paper B . Design and Drawing.

i. Free designs or Pattern work, Repetition and alteration of patterns, Designs based on natural and geometrical forms for setting

out Panels, Mouldings, Pinjras, Khutam-band, Cornices Didoes, Posts, Brackets, Spandrels and furniture articles.

ii. Free hand sketching and drawing to scale of furniture articles and joinery such as writing tables, stools, boxes, hat stands, almirahs, wine Chests, office tables, chairs, side boards, dressing tables, clock stands, mirror stands, corner tables, dining tables and hall stand etc. Joinery, moulding and other details to be clearly shown by slight shading, flat wash and out lining, free hand sketches to be followed by preparing working drawings, e.g. plan, elevations and Isometric drawing of above noted objects.

Part II .. Practical :

i. Sharpening of tools, marking and sawing to accutate size, smoothing to finished dimensions, preparation of models of 30 varieties of joints.

ii. General workshop parctice, models of cabinet work, book racks, paper trays, boxes, hangers, writing desks, medicine chests, suitcases, mirror frames, Ist aid boxes, tea tables, tea-poys, lamp stands, drawing tables, boxes, desks, almirahs, book cases, stools, wine tables, dressing tables, nested tea table tray frames, eliptical tables, wash stands, shaving boxes, toilet tables, work tables, chest of drawers, glazed doors and cut board book cases. This includes fittings with hasps, staples, locks, handles, hinges etc. Furniture articles to be generally plain and stylish in design. Wherever necessary, practice in introduction of Panels and mouldings and cornices etc. may be given.

iii. Simple wood carving, setting out designs on wood, capitals columns and bases in plain carving, extreme exactitude in measuring, squaring, tapering and general setting out.

iv. Exercises in Wood turning of Furniture legs and decorations as well as small toys.

v. Practice in Staining and Polishing, spirit polishing and mansion polishing.

ii. Weaving and Dyeing.

The Examination will consist of two written papers of three hours each in Theory and a practical examination (including oral test) of four hours as follows :

Part I		Maximum marks.
Paper A ..	Weaving ..	50
Paper B ..	Technology & Dyeing	50
Part II		
Practical ..		50
Total		150

A minimum of 20 marks has been fixed for Practical Examination.

Part I

Paper .. A Theory (Weaving)

i. *Textile fibres* The ordinary properties of common textile fibres. Cotton wool and silk. Their structure, length, diameter, colour elasticity, tensility etc. Comparative spinning and Dyeing Properties of the basic fibers. Description and purpose of various preparatory processes for spinning, e. g., cleaning. ginning, carding, mixing, combing and silver-making etc. Principles of Spinning, Drawing, Twisting and Winding on. Spinning on the Takli and spinning wheel. Qualities and usefulness of well and yarn. Preparatory processes for weaving of yarn into cloth. Forms in which yarn is supplied to weaving section. Cops, Hanks and Cheeses.

Methods of winding from above forms on to the bobbins, defective winding and its consequences.

Peg warping and sectional warping. Implements employed in both processes, Bobbins, Creel, Hock and Warping drum .

Sizing materials employed and its uses. Hank and warp sizing-faculty, sizing and its consequences.

Beaming and Looming, Drawing in Healds and Reeds. Objects and manipulation. Drafting for various patterns Weaving. Loom gaiting. Explanation of three main notions: Shedding, Picking and Beating up.

Arrangements of warp beams and other accessories. Treadle connections. Heald Balancing. Description of loom parts and accessories : Slay, Shuttle, Pickers, Shuttle-boxes etc. Kinds of Hand-looms and their comparative advantages and disadvantages. Simple dobbies. Construction and use.

Defects in preparatory and weaving processes. Causes and remedies.

ii. Calculations. Problems comnected with mechanism of spinning wheel. System of counting single and double yarns. Testing of counts. Calculations to ascertain quantity of material required in a fabric. Heald and Reed calculations. Costing of simple fabrics.

iii. Fabric structure. Designing and analysis. Cloth as the world's second largest industry. Importance of cloth for protection against inclemencies of weather, for human decency etc. Comparative study of different types of cloths for different uses of wear.

Principles of designing, use of point paper. The structure of fundamental weaves and their simple derivatives, e.g., Plain and its kinds: Warp, Weft and matt-ribs, Check and Striped effects, Twills: Regular, Pointed, Broken, Diamond and Dice-checks. Towel weaves Honey combs and Huck patterns. Simple satin and crepe weaves.

Drafting and its classification :—

Peg plans of lifting plans of above designs, Analysis & Paper weaving of simple cloths by drawing their designs, drafting and lifting plans.

Part .. I .. Paper B Theory (Dyeing)

Elementary Chemical Technology of Textile fibres of vegetable and animal origin e.g., Cotton, Wool, Silk, Jute, Linen and artificial silk. Simple methods of distinguishing these fibres- wool and silk in detail. Water for use in Dyeing and Ble ching Soaps and scouring processes. Action of acids, alkalies, oxidising and reducing agents and bleaching agents on various textile fibres.

Methods of application of important mordants such as Turkey oil metallic Salts, Copper Sulphate, Potassium Bichromate, Ferrous-Sulphate, Tannic acid etc. on Textile fibres Methods of application of Natural colouring matters of vegetable and mineral origin and of artificial colours of Direct, Basic, acid, Napthol and sulpher classes. Properties and fastness of above classes of dyestuff to light, washing, acids, alkalies and milling. Processes used after dyeing and scouring of yarns and cloths for giving finished appearance.

ii Practical .. (Weaving).

Handling and testing the identity of simple textile fibres; cleaning and hand ginning of cotton, carding by carding bow, combing on hand comb, preparing of silvers, spinning on takli and spinning wheel, preparing tiss by winding the yarn on winder and then on to Atti-frame. Calculating count and testing strength and uniformity of yarns. Use of swift and Hank maker. Bobbin winding and pim winding. Arranging bobbins on creel and leading threads through Heak for a given Pattern of cloth. Sectional warping, beaming of

warp on beaming frame. Drafting and reeding and gaiting the warp in loom, Healds balancing. Shedding use of rollers, pulleys and levers and methods of connecting these with healds and treadles to get a fine shed.

Picking and beating up. Use of tample and lease rods. Practice in weaving on small simple looms as well as on standard size fly-shettle looms of standard weaves e.g., Plains, Twills, Towel and their derivatives not employing more than four healds.

Practical (Dyeing.)

Indentification tests of common Textile fibres, washing and bleaching. Soap and Scouring of wool and silk. Application of mordants and dyeing with common vegetable and nineral colouring methods as well as with artificial dyestuffs of Direct, Acid, Basic and Napthol classes. Mixing of colours and simlpe matching. Testing of dyestuffs of common classes. Pressing and ironing.

iii. Syllabus for Mechanics and Fitters Course.

Two written papers of three hours each in Theory and Drawing and a practical examination of 4 hours as follows :

I.	Paper A Theory ..	40
	Paper B Drawing nad Mensuration	60
II.	Practical ..	50
	Total ..	150

A minimum pass of 20 marks has been fixed for Practical.

Part I Paper A Theory.

i. *Workshop knowledge.* The names, uses, production, care and working principles of all tools used in engineering workshop, in the forge, foundry, pattern and sheet metal shops. Measurement rules (callipers, micrometers, surface gauges), taps and dies etc.

ii. ***Materials.*** The nature and properties of iron. The characteristic forms in which iron is used (round, square, flat, angle, channel, Tee etc. and sheet), the purpose for which each kind is used, and the proper method of manipulation . The nature and properties of other materials employed in the trade. Description of alloys and fluxes. Kinds of sands, their preparation and uses. Uses of runners, risers, counterweights, one box, two box and three box mouldings, Description of drawing, jumping, soldering (hard and soft) brazing and welding. Development (setting out) of funnels and elbow in one piece.

Kinds and uses of hammers, drills, taps and screw threads etc. Composition of metals (hardening, tempering, annealing and case-hardening). Uses of relief in a pattern, precautions in casting. Uses of graphite (plumbago), preparation of core sands. Fluxes used in brazing and soldering etc. Compostion of solders, speltors and alloys. Ready distinction of cast-iron, wrought iron and steel. Principles of screw cutting on lathe. Simple and Compound train. Order of malleability and ductility of metals. Relative hardness of metals, weights of metals. Number of threads in proportion to diameter of bolts, finer threads: gas and pipe threads. Cutting angles of lathe tools. The usual speeds, how to calculate them of line and couter-shafts, viz for (i) Machine shops, (ii) Wood working shops. Speed for grinding, polishing, drilling and Hack saw machines etc. Kinds of belt fastenings. Etching-mixture for metals. Pricking and cleaning of metals chemically. Lessons on electroplating, brassing, coppering etc. Workshop arithmetic as applied to costing and estimating. Construction of buckets and tubs.

Part. I .. Paper .. B .. Drawing.

i. *Free hand.* Sketches of simple tools, mechanical objects and machine parts.

ii. *Geometry.* Practical geometry (construction of simple eometrical patterns).

iii. *Design.* Elementry lessons on designs based on simple lines. Curves etc, e. g. scroll-bar work, light suspendors, Pierced work for hinges, fire guards, lock plates and name plates.

Simplified floral and ornamental designs suitable for railings, gates, panels, and other details for surface enrichment.

iv. *Mechanical Drawing.* Drawing instruments, their use, method of checking their accuracy. English and metric measurements, elevations, plans, simple projections and sections, dimensioning, use and coustruction of scales, ortho-projections. Bolts and nuts.

Drawing of various kinds of lock nuts, rivets and rivetted work (lap and butt joints) Shaft keys and couplings Belt pullys. Simple bearings and wall brackets. Hangers, split pulleys and speed cones.

v. (a) *Mensuration.* Areas of surfaces (squares, trapezoid, rhombus, triangle, circles, ellipse, sphere, cube, cone, cylinder, pyramid and polygon).

(b) *Volume of solids.* (Cube, Cone, Prism, Shpere, Cylinder and Pyramid).

Part .. II .. Practical.

i. Forging and vice-work filling to shape, drilling, fitting, rivetting and chipping etc., Drawing down, bendihg, setting up, jumping, twisting and punching as demonstrated in the production of staples, hasps, handles, bolts and nuts. Forging of punches, chisels, screw-drivers and callipers. Forging and fitting—Tongs, doors handles, door plates, squares, enevelope opener, grass cutter and parts of a small oil press.

ii. *Foundry practice.* Testing of moulding sands, preparation of moulding, facing and parting sands. Practice of casting in lead. Casting of soap-cases and lemon squashers in aluminium.

Casting in brass of ornamented door handles and paper weights. Uses of cones and ventilators involved in casting in brass of small oil press parts. Cadting in three boxes as examplefied in pestle and mortar, in special alloy for mortars. Stag head complete in brass (used as an inkpot, inkstand, pen rack and paper weight), casting of gong in bell netal.

iii. *Sheet metal works.* Levelling sheet metal and cutting it to shape. Butt, lap, folded, rivetted and soldered joints in sheet metal, wiring, rolling and bending sheet metal. The above operations being dealt with in making funnels, canisters, bins and shovels. Buckets, hearths, stove (chula) for charcoal and saw dust

iv. *Machine shop.* Practice in turning on hard wood like 'hatab' and 'shisham' thus to prepare file and chisel (carpenters) handles. Turning, Surfacing, Boring and Drilling etc. of the articles cast vide (ii) Pracitcal above, screw cutting of forged parts of small oil press vide (i) (practical) above.

v. *Electroplating.* Pickling, Cleansing, Polishing, Nickelling and silver plating of cast articles. Practice in engraving and etching.

iv. Syllabus for Builders and Draftsman.

The examination will consist of two wtitten papers of three hours each in Theory and Drawing and one Practical Examination (including oral test) of 4 hours :

		Maximum Marks
Paper A ..	Building Construction & Estimates	50
Paper B ..	Drawing ..	50
Practical	including elementary survey	50
Total ..		150

A minimum pass of 20 marks has been fixed for the Paper B Drawing.

Part I Paper (A) Building construction (Theory)

i. Description of various building materials, e. g., stone, bricks, timber, surkhi, lime and cement etc., Characteristics and uses of these materials and their tests, and composition.

ii. *Brick Earth* : manufacturing of sundried and baked bricks. Method of laying them in walls etc. Art of Brickwork e. g., Varieties of Bonds-Flemish, English, Dutch, Garden wall, Hoop iron etc. Application of brickwork for construction of Running, Right-angled Cross, Acute and Obtuse angled walls, Kinds of avenues, e. g., Rough, Gauged and Axed and Rubbed and their varieties, Brick cornices and Corbels, Coping and Gootings.

iii. Classes of stone walls, e. g., Random Rubble, Block in Course, Snecked rubble and Ashler with such varieties as are common in Kashmir such as Chisel Dressed, Hammer dressed etc. Stone lintels on large and small spans. Moulding used in stone masonary. Preservation of stone.

iv. *Foundations*. Timbering to excavations. Concrete work, materials and composition. Retaining walls. Damp-Proof courses. Floors e. g., bricks, Concrete etc. Pointings in lime and cement. Mortar on brick and stonewalls. Plasterings-Mud, Lime and Cememt. Roads, their gradient and metalling.

v. Different kinds of timbers used in Kashmir, e. g., Deodar Kail, Budlu and Walnut. Seasoning and preservation of timbers. Carpentry applicable to Buildings and Bridges. Joints used in construction work e. g., Compressional, Tensional and Longitudinal and their chief varaties in use. Wooden floors, e. g., Single, Double Framed or Triple. Wall plates. Wooden girders, Fliched beams and cantilevers. Wooden roofs and trusses, e. g., Lean or Shed-roof, Collar, Couple, King-post, Queen-post and Mansard roofs, Simple wooden bridges.

vi. *Estimating* :

Mensuration of Geometrical solids and Formula applied to

building construction, Framing detailed estimates and constructions. Costs of the items of stone. Brick. Woodwork, earth work, concrete plastering, pointing and iron work etc.

Part I .. Paper .. B. Drawing and Elementary survey.

Rough sketches of brick bonds, simple doors and windows, Verandah posts, their caps and stone beds etc. Stone and brick walls. Arches, Cornices, Roofs and Floors, Small Huts, Culverts and bridges of small span.

Simple and diagonal scales, Drawing to Scale of doors and windows and their panellings, wooden floors with fireplaces, Roofs, partitions and their important joints. Plans, elevations and sections of small huts and bungalows. Country residences, small culverts and bridges. Enlarged details of doors and window frames, joints in roofs and floors to be drawm in metric and Isometric. Drawings of Architectural details. Perspective of simple objects of building construction.

Part II .. Practical.

Dry Brick bonds of running. Rt. Angled, Acute and Obtuse angled walls and footings. Construction of simple walls in Lime and mud mortar. Cement concrete Floors and pointings on brick work. Preparation of models in clay of architectural and ornamental details such as columns, pedestals, cornices, crowns and caps of columns as well as of buildings and bridges in card board etc.

ii. Plotting simple Survey Maps by use of chain, Prismatic and Plane - tabling. Adjustment of Level.

---

v. ARTMASTERS. DESIGNERS AND PAINTERS.

The Examination will consist of two written papers of three hours each in (A) Drawing and (B) designing and Practical Examination of three hours as follows :

			Maximum marks.
Part .. I			
Paper	A ..	Drawing ..	50
Paper	B ..	Designing ..	50
Part II			
Practical ..			50
		Total	150

A minimum pass of 20 marks has been fixed for Designing Paper (B).

Syllabus of Studies.

Paper .. A .. Drawing.

i. Black Board. Free hand and memory. Tracing, enlarging & reducing patterns. Object Drawing of round and rectangular models. House-hold objects, simple still life objects and plaster casts single or in groups. Ratios in fairness to size. Light and Shade Value of tone, light shade, cast shadows and reflecting lights. Practical perspective in groups of rectangular models, explaining the meaning of picture-plane, Station point, Centre of vision, Horizental line etc.

ii. Free expressional drawing from memory, description or idea of familiar objects and scenes of everyday life, Work to be done in different media. Pastle, water colour, oil colour etc. Study of plant and animal forms from nature. Simple landscapes. Scenes of traditional historical and landscape value for adoption in papier machie trade. Media as above.

iii. *Geometry and Scale.*

Plane Geometry, Simple problems on lines, angles, triangles, quadrilaterals, polygons, circles, Proportional division of lines. Similar rectitinear figures on triangle & rectangles. Simple problems on prisms and Pyramids in very simple positions. Construction of plain and diagonal scales. Plans and elevations of simple objects of furniture. Application of geometrical constructions to setting out. Schemes of ornamental patterns.

Paper B Design and Colour.

The aim is to prepare ornamental patterns suitable to the decorative arts and crafts of Kashmir, e.g., Carpets, Gubba, Calico printing, Embroideries, Wood carving, Silver-ware, Inlay work, Pinjras,

Khutum-band, Pannels and wall plastering etc. Elements and principles of designing. Laws of ornamental composition-unit, Repeat, Alternation, Symmetry, Balance, contrast of shape, direction, detail etc.

Suitability of various designs for borders, corners, Centres, Filling etc. Why and how nature should be conventionalised. Difference between natural and ornamental forms. Inappropriateness of imitation of nature in designing for various trades noted above. Consideration of materials used and technique applied for each trade, being the limitations explained. Adoptation of natural forms of plant and animal life, as well as, of geometrical patterns as basis for designs.

Exercises in repitition, alternation, symmetry, detail etc. from a given unit. Copying of old traditional and historic ornaments. Tracing. Transferring, enlarging and reducing of given patterns. Colouring and preparation of working designs for adoption by the artisans in above noted trades.

Colour.

Theory of colour. Spectrum. Meaning and names of primary, secondary and tertiary colours. How to produce tertiary and secondary colours by mixing different pigments. Colour circle. Names and descriptions of various reds, blues, yellows. Colour mixing. Difference between light colours and pigmental colours. The value of white and black. Tints and shades. Names of greys, browns, blacks and lakes generally used by painters. Colour mixing and matching. Harmony and contrast. Tone, tint, hue and shade. Effect of juxtaposition, colouring a given sheme in various ways. Need for constant reference to colour as seen in nature.

Part II .. Practical.

Painting, Distempering and staining.

Principles of decoration, objects and importance of painting, surface of walls, wood work, furniture etc. Sanitation, preservation and beautification. Materials and tools. Principal pigments, Thinners, Driers, Varnishes, Polishes & Enamels with their uses, properties and simple identification tests. Names and uses of different types of brushes and tools, e.g., knives, strainers, kettles, mahal-sticks, Paints and mordants. Elementary knowledge of the manufacture and description of different pigments derived from mineral, chemical and vegetable origin.

ii. Exercises in preparation of various grounds, e. g., sand papering, puttying, printing, stopping knots and saps. Varying of turpentine and oils in different subsequesnt coats from first to last. Exercises in papering and painting the walls, Staining and Polishing of furniture, Distempras, and distempering. Oil staining. Water staining. Wax polishing and French polishing on timbers in different shades. Treatment of defective adhesive for gilding purposes.

iii. *Lettering.* Practice in simple and ornamental styles of

lettering with the introduction of shading, outlining and colour scheming. Preparation of simple monograms, cyphers and letter heads.

iv. *Stencilling and Cutting*. Preparing of stencil plates of ornamental designs, lettering, birds etc. for decorative purposes.

Syilabus for Agriculture in Secondary Schools in Jammu and Kashmir State.

There will be one paper of 3 hours duration comprising of Part I and II and a practical examination. Marks allotted for each of these are as follows :

	Part I	Part II	Maximum.
Theory paper	50	50	100
Practical	50		50

Minimum marks for a pass for the practical examination are 40% Pass percentage in theory to be according to the existing University statute.

PART I.

1. *Climatology.*—Weather and seasons in India greater with special reference to Jammu and Kashmir State. The influence of these on crops grown in the State. Snow, its seasonal variation and influence on agricultural crops, grazing pastures and fruit and fuel trees during winter and summer through snow fed ravines and rivers. Rain, its seasonal variation and its influence on agricultural crops etc. and its economic importance for varani fields in respect of dry crops.

2. *Soil.*—Elementary idea of parent rocks, and of soil forming processes, classification of soils on the basis of physical properties, structure of soil, Elementry idea of hygroscopic and CAPILLARYFILM moisture of soil and of sub-soil, (gravitational) water. Soil solution and elementry idea of process of OSMOSIS Outlines of classification of alkali soils and their ill effect on plant growth through plosmolisis ; outlines of various methods of reclamation of alkali soils. Loss of soil moisture through evaporation, transpiration, seepage and surface run off, and their control measure. Organic matters in the soil and its importance. Elementary idea of soil micro-Organisisms a nd of their economic importance. Soil heat, specific heat and their influence on germination of seeds and plant growth.

3. *Irrigation.*—Water requirements of the various important agricultural crops, fruit and fuel trees of Jammu and Kashmir State; elementay idea of wilting point, water logging, why it occurs in plains and not in slopes and hill. Its ill effects and outlines of its remedial. measures. Types of simple water lifts-Toll (as used in Kashmir; Dhenkli persian wheel, hand and power pumps, Artisan well, Surbands, and Contour trenching and bunding in slopes for catchment of rain water otherwise going waste, Principle of tubewells. Planning and lay out of irrigaion channels. Comparative advantages and disadvantages of charging of irrigation fee on volume and area basis.

Manures.—Farm yard manure, compost, oil cakes, lake and

silt deposits, water weeds, chemical fertilizer and economic importance of each. Modern methods of collection, preservation and application of farm Yard manure. Green manuring and its importance with special reference to green manuring of paddy and wheat crops with lentil, moong, and sun-hemp.

5. *Tillage.*—Objects of tillage description of main agricultural implements and tools local pahari and plain ploughs, Meston, Hindustan and Rajah Ploughs, harrows, hoe Sohaga, prat (leveller) Dundal, Khurpa, Rambas, Genti, Belcha, Lewan, Tangroo, Kahi, Roller, Sickle, pruning scissors, pruning knives, rake bullock and man driven cart, Elementary idea of tractors used for Seed tillage.

PART II.

1. *Seed and its germination.*—Classification of seeds based on the number of cotyons parts of mono-cotyledons and die-cotyledons, seeds and utility and function of each part. Germination of seeds and process involved and factors (heat and moisture) essential for germination, trearment of seeds with hart coats before being sown.

2. *Plant and its requirements* .—General description of the plant and its parts with their important modifications ; function of each part; Requirements of plant growth. Elementary idea of carbon assimilation; and respiration of plants ; in-take of soil solution ; Storage and Food material. Elementary idea of sexual and asexual reproduction ; self and cross polination and the part played by insects in cross polination.

3. *Farm crops.*—Preparation of soil, and application of manures, sowing, weeding hoeing, irrigation, mulching, harvesting, storage, and rotation of paddy, maize, wheat cotton, sugercane, moong, lentil, potatoes tomatoes, cabbage, karam (Kashmiri sag), carrots, cauliflowers, Knol khol, raddish onions, chillies, pumpkins, mellons and chief fodder crops ; raising of crops of cabbages, root crops and cauliflowers, turnip, for seeds.

4. *Fruit trees.*—List of main varieties of fruit trees suitable for cultivation in (a) High altitude and cold regions (b) plains localities of Hot climate. Raising of fruit plants in Nurseries, budding grafting, and planting of plants of apples, pears, apricots, almonds, cherries, walnuts, stress fruits, mangoes, and bananas, laying out of a fruit garden ;

5. Important and harmful insects of the State with special reference to San Josa Scale and Wooly Aphis insect pests of Fruit trees and to green aphis ; vegetable insect pests and their control and remedial measures.

Important and useful insects of the State with special reference to Silk Worms, honeybees (Kashmiri type) and Lac insect, outline of their life histories and modern artificial methods of their breeding and their economic importance. Rai diseases of paddy and the agencies causing these outlines of life history of indigenous varieties of fish and of exotic varieties being bred in the State with short reference also to laevicidal fish

which feed on larvae of mosquitoes. The important, useful and harmful birds of the State, with special reference to Kind Crow, Hudhud(Hoopa Epop Orientales) Maina, Common crow, Sparrow, Parrots, Bulbul, and Kite; their breeding habits and main food, elementary idea of migration of birds of the State, Outlines of life-history of important Farm animals such as cow, bullock, pony, donkey, sheep and goat and economic importance of each. Competition of maintenance and production ration for milch and draught cattle, preparation of soilage and its economic importance for cold regions and plains. Outlines of breeding of idigenous and exotic breeds of poultry for purposes of eggs and table purposes including ducks ; the most common diseases and outlines of their control and remedial measures.

6. *Land Records*.—Village maps, Khasra, Khatooni and Khewat.

PART II.

PRACTICAL WORK.

The students shall maintain practical note books.

1. Maintenance of record of the observations made in the school observatory; (a) Barometeric reading (b) Rainguage readings (c) maximum and mimimum thermometric readings (d) dry and wet bulb thermometric readings (e) Wind directions (f) Time of occurence of early and late frosts, hails, rains and snow.

2. Separation of stones, gravel and fine soil particles by seives and sedimentation. Simple methods of determination of organic matter in the soil and its power of absorption and retention of moisture. Height of water attained by capillary action through glass tubes of various diameters with their lower ends placed in free water, comparative study of the rise of capillary film moisture throguh sand, clay and loan filled in glass tubes of the same diameter within a given unit of time ; comparative study of the speed of percolation of water in a given unit of time through sand, clay and loam. Classification of soils into clay, loam and sand by sight and touch.

3. Simple methods of determination of discharge of water lifted by different simple water lifts and of water running through water courses.

4. Record of observation of differential results of the application of green manures, farm yard manure, oil cakes and chemical fertilizers applied to School plots.

5. Relative density of soils-clay, loam and sand.

6. Use of farm implements-ploughs, genti, lewan, kahi, ramba, tungroo, harrow, and other hoes, schage, prath, etc.

7. Complete record of the observations made by the student through the cultivation in the school plot of at least one kharief and one rabi crop, and one vegetable and flowering plant crops from the preparation of seed bed to the marketing of the produce.

8. Description of the major breeds of cattle bred in the State, determination of the age of cattle and of body weight without actual weighment.

9. Identification of seeds, plants and trees of important agricultural crops, vegetables, flowers, and fruit trees grown in the State, Identification of harmful weeds of the State.

10. Methods of conduction of germination tests of seeds.

11. General lay out of cattle shed, manurial, compost and silage pits.

12. Measurements of plots by Gunters Chain and determination of areas.

13. Breeding of honey-bees on modern lines.

14. Modern methods of breeding poultry birds.

15. Simple modern methods of preservation of fruits.

16. Modern methods of rearing silk worms.

17. Calendar of the farmer of the State.

The proposed new Syllabus for Domestic Science to be as follows :

Paper A. 1. Sewing - cutting and sewing of garments, mending of torn clothes.

2. Knitting - children's and adult's garments.

3. Spinning of an elementary type, in cotton, silk or wool, according to the needs of the locality.

4. Needlework : Embroidery of different kinds (specially suitable for Srinagar and other town areas).

or

Local craft (e.g., Gabba work in Anantnag, Cloth printing in Baramulla).

Paper B.1. Cooking-Food values, economical cooking for children and adults, vitamins, cleanliness, methods of cooking etc.

Note : The practice of girls having a weekly get-together to cook food or "feasts" for themselves and the staff should be discouraged and cooking must be taught on the basis of demonstration lessons by the teacher concerned keeping to theory and practice according to the text book provided. The practice of cooking large quantities of food-stuffs makes the learning of cooking unnecessarily expensive. The practice of asking a girl to make up deficiencies of teaching by learning and cooking at home is also indefensible, and a burden on poor parents.

2. Laundry, Washing of cotton, silk, and wool, dyeing and ironing.

3. Hygiene : Personal, domestic, public.
Prevention of infectious diseases.

4. First Aid : with special reference to school ailments.

5. Home Nursing : care of invalids, practical demonstrations in the school itself.

6. Child Nursing and Mothercraft : Practical work in the school nurseries, Basic modern theory adapted to Kashmir conditions.

7. Housekeeping : Cleanliness, furniture, decoration etc.

Optionals

Girls will have to take any two of the following optionals :

1. **Modern Indian Language.**

2. Classical Language.
3. Art.
4. Music.
5. The Village Home. (A special subject for rural schools),
   a. Cow, goat or sheep rearing.
   b. Butter, cream and cheese-making and marketing.
   c. Bee-keeping.
   d. Poultry farming, marketing of eggs.
   e. Gardening, vegetables, flowers, trees, marketing of garden products.
   f. Fruit and vegetable preservation, jams etc.

The following suggestions are made for the improvement of the teaching of this new subject in girls' schools :

I. *Improvement in teaching.*

a. Since the quality of teaching is, on an average, poor, refresher courses will have to be arranged *District-wise* with special reference to teaching in Domestic Science, as there are not enough teachers with an adequate knowledge of the subject.

b. In addition to the usual inspectorial staff, supervisors might be appointed, as an intermediary measure, to examine practical work in schools; otherwise inspection days should be used for this purpose.

c. Local doctors may be approached departmentally to attend the school once a week to deliver lectures on First Aid Home Nursing, and the prevention of infectious diseases. Teachers who complete the course may receive certificates.

d. A booklet should be prepared in Urdu on Mothercraft, and this should be used for the B. Paper in conjunction with the set text.

e. The old rule forbidding a teacher to bring her young children to the school has led in the past to absenteeism, half-hearted teaching and missing of periods. In a few cases, teachers had to be allowed to bring their children to school, and it was noticed they worked better as a result. We strongly recommend the rationalising of this practice. A room in the school should be arranged as a nursery. Babies should be washed, fed, dressed and given simple medical treatment in the school by the callers and the girls in turns. There is no reason why the ordinary Domestic Science teaching, sewing, first aid should not be taught practically in relation to this Nursery Room or Creche.

II. *Welfare of the School Child.*

a. A midday meal of some sort should be provided in every

school. The Village Committee, Co-operative Societies, and parents or volunteer organisations to help start it. Girls and teachers to manage it. The inspectors may check it and suggest improvements.

b. Parents and influential local bodies should be encouraged to take an interest in the schools. Special days may be fixed as "Mothers' Days" and for meeting the Village Committee or Board.

APPENDIX B.

Social Education.— One of the most urgent demands of the times is educating the masses into the social & economic ideology of New Kashmir. It will be a truism to say to-day that no programme of social and economic recocstruction, however progressive and comprehensive, can achieve lasting results without the active support of the masses. This is possible only when they appreciate and understand the programme in its correct perspective and in all its bearings. If New Kashmir is to have firm foundation, it must be broad-based on what has now come to be known as Social Education. This education will train the masses into the new way of life and enable them to take the fullest advantage of the social and economic advancement envisaged in the programme of New Kashmir. I may mention here that the need for such an education has now been fully realized all over the world. Only recently, the Government of India have allotted a sum of Rs.90 Lakhs to be distributed to the various provinces of the Union to enable them to organize social education in their respective jurisdictions . This education was also one of the most important tasks I have been doing in the U. P. in recent years. I had also the privelege of representing the Education Minister of the U. P. in the meeting of the Educagign Ministers of the Union, which the Hon'ble the Minister of Education, Government of India had called to discuss the problem last month in Delhi.

I understand that a drive for adult education was initiated in the state by Mr. Saiydain when he was Director of Education here. I alo learnt that the drive did not meet with the success it deserved. I shave studied the scheme and have discussed it with some of the officers of the department who worked it out. I have also acquainted myself with the causes of its failure. I need not enter into them here. The times were, perhaps, not very propitious for this kind of work. The scheme had certain defects as well, which I am sure, experience would have remedied if the scheme were allowed to operate for a little longer period of time.

Taking into consideration all the urgencies of the present situation, I am convinced that the time has now come when social education should be organized in the State. To start with, it is proposed to have 40 social education centres, 20 for Jammu province and 20 for Kashmir. These would be so many community centres, so to say, where people will come to relax, to be amused and instructed. One of the main reasons why adult education in India was not able to achieve any very lasting results, has been its failure to attract the adults and keep them long enough to give them permanent literacy. This failure is easy to understand. After a hard day's work an adult is not willing to sit in a stuffy room and under the doubtfull light of a dirty lantern, con multiplication tables or pore over a reader, the contents of which have no bearing on his life and its problems. He would rather sit out, smoke his hooka and exchange the gossip of the village or the news of the day with his fellows. It has also to be remembered that owing to various causes which need not be mentioned here, means of healthy recreation have been gradually dying out in our villages. To-day our villages have very few such means and whatever means there are, have been vulgarized

out of their original beauty and strength. In this connection I may be permitted to say that whatever the shape and colour of the new cultural order which is to be evolved here, if it does not possess a strong leaven of the old culture of Kashmir, it is bound to remain as colourless and as foreign as the pseudo-culture of the present. And Kashmir has a rich cultural heritage which can and should be a perennial source of inspiration to all.

Cultural activities as one of the main basis of social education.— It is, therefore, proposed to make cultural activities like folk art, music and dance, one of the main basis of our social education. I must take this opportunity to say how very much I have been impressed by what the National Cultural Front has been able to achieve in reviving and refining folk art in Kashmir. In organizing the cultural activities of these social education centres, ample advantage will be taken of the splendid work already done by the National Cultural Front in this field. The social education centre, it is expected, will forge new cultural bonds which will unite these centres with the National Cultural Front. By discovering and encouraging local talent, these centres will ultimately prove a rich recreating ground for the Front, from where it will be able to draw many of its artists and workers.

Before locating these centres, the needs of the locality, its geographical position, economic and cultural background, will be ascertained and taken into account. Every effort will be made to select these places in consultation with other nation-building departments and non-official agencies, which are operating in our villages today. Before establishing a centre, a socio-educational survey will be taken of the area which the centre will serve. The survey will indicate the number of literate and illiterate adults, their ages, occupations and average income and local cultural activities, if any. In order to make these centres as economical as possible the area to be served will have a population of about 1000 people. The area may be one unit or may consist of a number of smaller units. These centres will be manned by local men who are literate, have organizing capacity and wield some influence in the area. They will be given an honorarium of Rs. 20/- p. m. and will undergo a short course of specialised training. This training will consist of adult psychology, methods of imparting literacy, some knowledge of the economic and social programme of New Kashmir and of the working of other nation-building departments. They will also be trained in how to organise cultural activities and propagate the ideals of New Kashmir. The centre will be provided with musical instruments, preferably those used and available locally, books, magazines and charts and a radio set already promised by the Information Department. Each such centre, will function in one particular place for a period of six months, during which it is expected it would have imparted social education to about 60 people of the locality. This education will aim at giving the adults, besides ability to read and write fluently, elementary knowledge of arithmetic, social science, rural sanitation, laws of health and hygiene, and the social and economic programme of New Kashmir and the way people can help in implementing it.

Community Centre.—When a centre is shifted to another unit, its

place wiil be taken by a community centre. This community centre will be put under the charge of one or two local men, specially trained for the purpose, who will be given a small sum of money not exceeding Rs. 10 p.m' for oil and other contingent charges. It will also be supplied with books, periodicals and a radio set whenever possible. These centres will also form the fronts of the post-literary campaign.

Supervising Agency.—These centres will be supervised by the Assistant Inspector of Schools with the help of trained village school masters who will be appointed, one for each 5 social education centres on a consolidated pay and T. A. They will also be given a specialised training and will be responsible, under the general supervision of the Assistant Inspector, for organizing and supervising the centres and for popularizing the aims and ideas of social education with special reference to New Kashmir. In order to relieve the Assistant Inspector —the main agency of educational supervision—of some of the pressure under which he is working at present, it is proposed to increase the number of Assistant Inspectors by two only—one for Jammu Province and the other for Kashmir. I understand that a proposal to strengthen the inspecting staff though formally accepted about two years ago did not unfortunately materialize. I propose to re-examine the whole situation in the course of the present financial year. One Assistant Inspector cannot, considering the physical features of the country and means of communication, do any efficient inspection. It may also be remembered that he has to do many other things besides inspecting schools. I do not think it is possible for the Assistant Inspector to inspect each school in his jurisdiction even once a year.

It is proposed to start as an experimental measure 40 such schools for men in both the provinces. As regards centres for women I am still studying conditions and may, perhaps, be able to organize later on six centres—3 in Jammu and 3 in Kashmir. A lumpsum of Rs. 2,500 is estimated for this purpose.

Public Libraries.

Other Social Agencies.—Another agency which could be tackled for social eudcation, especially in urban areas, are the public libraries, museums, study circles and clubs. There are two public libraries in the State—one in Jammu and another in Srinagar. The Srinagar library contains about 27000 volumes and the one in Jammu about 17400. Besides this the Sanskrit Publication Department which has ceased to function now, has a well-equipped library of Sanskrit books and books in Eng'ish on Sanskrit language and literature. As I have been very keenly interested in public library movement in the U.P. I took the first opportunity to visit both the libraries and have taken advantage of my stay in Jammu to look more closely into the working of the Jammu Library. I must confess I found both the libraries in a very neglected condition. Books have not been catalogued and there is no satisfactory arrangement for the issue of books. Both the libraries are cramped for lack of space and the one shabby room in which the Jammu Library keeps its books, leaks in the rainy season. I have already started negotiations to acquire two more rooms for this library

in the present huge building which it shares with the Club and the Rajput School. I have also taken the Divisional Engineer round the building and he has very kindly promised to have the roof made rain-proof. I am, however, convinced that the present librarian who seems to be interested in his work, cannot cope with it single handed. For the time being I want to improve the present condition by giving the librarian an assistant and increasing the recurring grant for the purchase of books. I am taking steps to popularise the library by holding Book Weeks and bringing on the Advisory Committee of the Library non-officials who are interested in books. I have already made some contacts with a few such people in Jammu; I may mention here two names: Dr. P. S. Khosla and his venerable father whose private collection of books I have already seen. Both the father and the son have promised to help when the scheme of the New Kashmir library series, which I hope to organise some day, begins to operate. I propose to turn these two libraries into lending libraries. They will be sending out books periodically to village libraries which the social education centres will create in their normal course of progress. For the time being, however, it is proposed to strengthen and improve the reading facilities the two libraries possess at present. Later on, I propose to study the working of the museums in order to find out how they can be used for the purpose. It may be possible to have a few museums in selected towns in the State. As regards clubs, I have already made a beginning by organizing a teachers' club under the auspices of the Jammu Public Library.

Honorary Agency.—Yet another agency for this work will be the staff and students of our schools and colleges. The Education Department has already given a lead here and has been sending batches of students under the supervision of senior teachers to villages for social service. This movement has immense possibilities and should be encouraged. What the movement needs is a well-knit organization, a more comprehensive and varied programme, a publicity van or two, and some money for contingent expenditure.

(Sd.) A. KAZMI,

Director of Education,

Jammu and Kashmir Government.

APPENDIX (C)—PART I.

TABLE SHOWING FINANCIAL IMPLICATION OF THE REVISION OF GRADES OF THE GAZETTED AND NON-GAZETTED PERSONNEL OF THE EDUCATION DEPARTMENT.

(Boys and Girls).

Gazetted (Boys Department).

Serial No.	Designation.	Present grade.	Provision in the budget.	Revised grade.	Total provision required.	Difference.
1	28 Professors and Inspectors.	200-25-400	1,23,990	300-25-500	1,45,600	21,610
2	85 Headmasters, Assistant Inspectors and Lecturers ..	150-10-250	1,75,062	200-15-350	3,06,000	1,30,000
3	18 Demonstrators ..	90-6-150	24,336	100-10-200	36,000	11,664
				Total financial implications	..	1,63,274
	NON-GAZETTED (BOYS).					
1	145 posts of teachers ..	90-6-150 & 75-5-100	1,77,000	80-8-120 E.B. 8-200	2,51,000 (30 teachers to get their original pay)	74,000

2	2550 posts of teachers plus 60 of aided schools. taken over.	40-4-80 35-3-65 30-2-50		14,42,000 28,800	50-5-70 E. B 5-90	Rs. 20,20,200 only 1300 teachers will get the benefit of the new grade.		5,49,400
						Total		6,23,400

NOTE.—There are about 1,250 untrained teachers in the Department who will not be benefitted by the revision till they get themselves trained. For these teachers pay at Rs. 50 p. m. for each has been provided.

GAZETTED (GIRLS DEPARTMENT).

1	2 Chief Inspectress and Principal.	200-25-400		13,200	300-25-500	10,400	plus	2,800
2	11 Inspectresses, Headmistresses and Lecturers ..	150-10-250		28,582	200-15-350	39,600		11,000
						Total		8,200

NON-GAZETTED (GIRLS DEPARTMENT).

1	45 posts of ..	90-6-150 & 75-5-100		57,900	80-8-120 E.B. 8-200	91,800		33,900

Serial No.	Designation.	Present grade.	Provision in the budget.	Revised grade.	Total Provision required.	Difference.
2	544 posts of ..	40-4-80 35-3-65 30-2-50	3,14,500	50-5-70 E. B.-5-90	5,22,240	2,07,740 2,39,640
					Grand Total	2,47,840
			Grand Total Boys and Girls			10,34 484 or 10,34,500

NOTE.—The provision for the revised grades has been made on average basis and as such the extra amount provided would be sufficient for over three years. The cost for the first year would be a little more than Rs. 3,00,000. It is proposed to discontinue the payment of Dearness Allowance to the teachers whose grades have been revised. This will give us a saving of Rs. 2,60,000 and the net additional expenditure for the first year would be Rs, 84,000 (approximately).

(Sd.) A. KAZMI,

Director of Education, Jammu.

APPENDIX (C)—PART II.

FINANCIAL IMPLIFICATIONS OF THE MOBILE TRAINING SQUAD.

			Rs.
Chief Supervisor	..	200-15-350	3,600
Assistant Supervisor, B.A. B.T.	..	80-8-120 EB. 8-200	2,040
Craft Master B.E.C. (Trained)	..	50-5-70 EB. 5-90	960
One peon	..	12-½-15	171
Ration Allowance	..	@ Rs. 12 p.m.	144
Dearness Allowance	..	2 @ Rs. 8 and one at Rs. 6 p.m.	264
Total	..	..	7,179
T. A. fixed @ Rs. 70, 50 and Rs. 30 p. m. to the Chief Supervisor, his Assistant and the Craft master	..	..	1,800
Contingencies including equipment etc.	..	..	600
Total	..	..	2,400
Grand total	..		9,579 for one
			38,316 for 4 such squads.

APPENDIX C.—PART III.

CAREER MASTERS.

		Rs.
One post of 200-15-350 (one experienced (trained graduate)	.. ..	3,600
Training expenses	.. ..	600
Total	..	4,200

(The official selected will be deputed on study leave).

Grand total parts II & III	..	42,516

(Sd.) A. KAZMI,

Director of Education, Jammu.